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ABSTRACT

During the 1987 and 1988 fiscal years, the Illinois State Board of Education supported a number of vocational education curriculum-related activities. These activities were required by the Carl D. Perkins Vocational Education Act, which mandated the establishment of technical committees to advise on curricular needs of the state and by a state policy to include a systematic program of curriculum renewal. The State Board established 3-year priorities for state-developed task lists needing to be verified for future curriculum development. State technical committees met to identify and/or verify duties and tasks of workers in eight occupations and one general area: employability and basic skills. Each region reviewed its curriculum by verifying the task lists of all programs. Projects that fund curriculum and curriculum-related material development activities of the State Board were undertaken in such areas as employability skills, business and marketing curriculum, industrial-technical education, education for employment, and state goals for learning. The State Board participated in several national consortia to develop curriculum and instructional materials, made every effort to incorporate inservice education, and had two major dissemination mechanisms (a curriculum materials collection center and a curriculum materials replication program). (The report concludes with recommendations to and suggested actions by the State Board to improve curriculum efforts. Six resources are listed.) (YLB)

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Technical Committees and Illinois Curriculum

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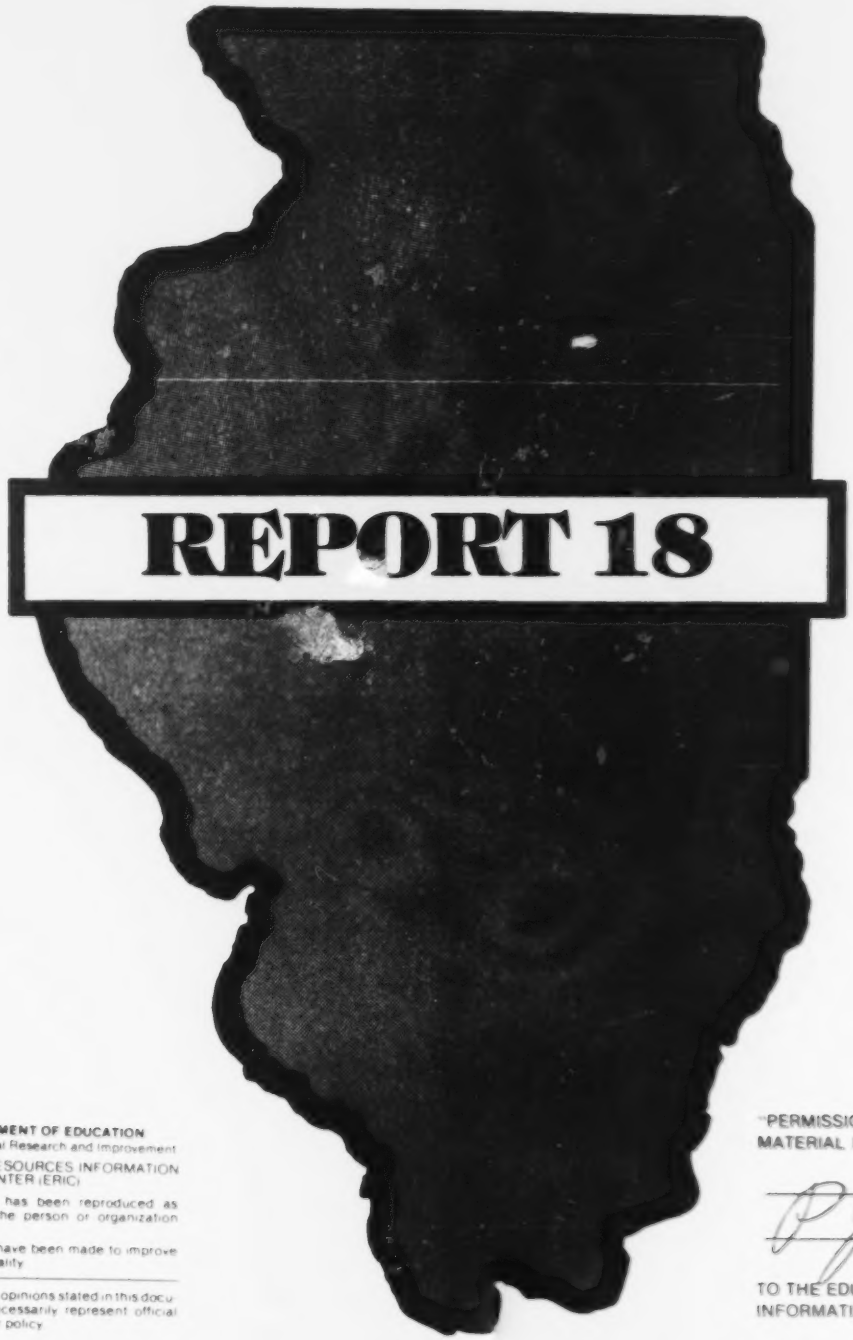

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1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

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Report 18 TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM

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Report 22 EFFECTS OF THE ICoVE 1986-87 STUDY OF THE COORDINATION OF JTPA AND VOCATIONAL EDUCATION

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TO: United States Secretary of Education
United States Secretary of Labor
Illinois State Board of Education
Members of the Vocational Education Community and Private Sector Community

Attached please find the Technical Committee report prepared by the Illinois Council on Vocational Education to fulfill the mandates of the Carl D. Perkins Vocational Education Act of 1984.

As one of its major thrusts, federal legislation for vocational education placed a major emphasis on the states' needs to "expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nations' existing and future workforce.

The State Board in consultation with the State Council has established a limited number of technical committees to give advice on the development of curricula to address state labor market needs. These technical committees include individuals from: commerce and industry, trade or professional organizations, and organized labor.

The first step in this three year process used by the State Board was to identify curriculum needing state-level attention. Two major activities were included in the process:

- Identifying occupational programs with and without task lists.
- Determining the number of job openings and the anticipated percentage increase of workers in occupations not having a task list.

From information gathered by these two activities the State Board established a three-year priority for state-developed task lists needing to be verified for further curriculum development.

ICoVE played a major role in selecting individuals to serve as members of these state technical committees. The DACUM process was used by these committee members to identify and/or verify duties and tasks of workers.

(cont'd)

Investing in People

An Equal Opportunity Employer

While this process was happening at the state level, regional level personnel were going through a task list verification process on a local level involving representatives from the private sector.

Illinois curriculum initiatives have included RFP's for curriculum development and revision activities. State development activities were in the areas of:

Business and Marketing Curriculum	Employability Skills
Allied Health Occupation	Cooperative Education
Education for Employment	Agricultural Curriculum
Industrial-Technical Education	Entrepreneurship

Future initiatives include supporting seven curriculum specialists throughout the state. They will be responsible for providing technical assistance to vocational educators in bringing necessary curriculum changes to the Education for Employment programs.

Many positive things are happening in the area of curriculum development in Illinois. As indicated in the report, activities go beyond task analysis and curriculum development.

Key conclusions are concerned with how all of these initiatives link together and build on each other because they appear to be not fully understood "in the field". A well-communicated curriculum plan including both local and state activities must be developed.

Illinois has been developing curriculum for each of the vocational areas of instruction. If an all-encompassing curriculum for Education for Employment is designed, it must be consistent with the previously designed models.

The State Board should reinstate its consultation with ICoVE regarding technical committees to be selected, as well as who will serve on these committees.

Illinois has an excellent start on curriculum development and implementation in the state. If it develops a three to five year articulated, clear cut system for communicating this plan to the field, it can succeed!

Sincerely,

Mary Beth Stine

Mary Beth Stine

REPORT 18

TECHNICAL COMMITTEES
and
ILLINOIS CURRICULUM

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1987-1988

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PREFACE

As one of its major thrusts, federal legislation for vocational education, i.e. the Carl D. Perkins Vocational Education Act of 1984 placed clear emphasis on the state's needs to "expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future workforce . . ." (i.e. Purpose 1 of the Act) [Section 2 (1)].

Impetus was given to updating curriculum or program content. The Act required that

> ***[e]ach State board, in consultation with the State council, shall establish a limited number of technical committees to advise the council and the board on the development of model curricula to address State labor market needs. Technical committees shall develop an inventory of skills that may be used by the State board to define state-of-the-art model curricula. Such inventory will provide the type and level of knowledge and skills needed for entry, retention, and advancement in occupational areas taught in the State. [Section 111 (d)].***

The Act continues by requiring the State Board to establish procedures for membership, operation and duration of the committees to be in concert with the purposes of the Act. Further, it establishes that technical committee membership shall include

- Employers from any relevant industry or occupation for which the committee is established;
- Trade or professional organizations representing any relevant occupations; and
- Organized labor, where appropriate.

This report addresses the State Board's activities pursuant to Technical Committees and consultation with the Illinois Council on Vocational Education (ICoVE) in carrying out those activities. In addition, other state activities designed to "expand, improve, modernize and develop quality vocational education programs" (Purpose 1 of Section 2) concerned with curricular aspects are included. In Illinois, the technical committee concept has been incorporated into the State Board's efforts to "revitalize vocational education programs," the curriculum being one major program component.

ICoVE has played an active role with the state's technical committees. This report draws from that involvement, as well as from document reviews of State Board curricular initiatives. Members of the State Board's staff have met with ICoVE on numerous occasions to discuss technical committees and other curricular efforts.

The process to revitalize curriculum which is used at the regional or local level was the topic of considerable comment at ICoVE's public hearings. This input contributes to this report, but is reported in greater detail in ICoVE's Technical Report #19, Education for Employment: What's Working? What's Not?

The Perkins Act does not require ICoVE to report its consultation regarding technical committees. However, because this report partially fulfills ICoVE's requirement for evaluating the adequacy and effectiveness of the state's delivery system in fulfilling the purposes of the Act (in this case, the curricular component of quality vocational education programs), this report will be forwarded to the Governor, the State Board, the State job training coordinating council, the Secretary [of Education] and the Secretary of Labor.

ACRONYMS

CBVE = Competency-Based Vocational Education
DACUM = Developing a Curriculum
EFE = Education for Employment
FY = Fiscal Year
ICoVE = Illinois Council on Vocational Education
IOICC = Illinois Occupational Information Coordinating Council
ISBE = Illinois State Board of Education
Perkins Act = The Carl D. Perkins Vocational Education Act, 1984
RDS = Regional Delivery System
RFP = Request for Proposal
V-TECS = Vocational-Technical Education Curriculum Services

INTRODUCTION

DESIGNING THE PROCESS

At the time of the passage of the Carl D. Perkins Vocational Education Act, October 1984, requiring the establishment of technical committees to advise the State Board and the State Council (ICoVE) on curricular needs of the State, the State Board was completing a thorough needs assessment as part of its Education for Employment policy study. Part of that study addressed the concern for keeping program content current and up-to-date in the rapidly changing world of work. The policy on Education for Employment emerged from the policy study and was adopted by the State Board in December 1984.

The new policy, coupled with emphasis for modernizing vocational education in the Perkins Act, caused the State Board to examine curricula in light of new technology, labor market needs, availability of task lists, private-sector involvement in updating programs, and recency of curricular revision.

In keeping with requirements of the Perkin's Act and to fulfill one purpose of Illinois' new Education for Employment Policy (i.e. "include a systematic program of curriculum renewal"), the State Board began to design a process to encompass both. The State Board focused efforts on the type and level of knowledge and skills needed for occupational entry, retention, and advancements.

The State Board uses federal funds available from the Perkins Act to support state curriculum activities. The community college districts and/or secondary regional delivery systems may use the Quality Assistance Plan (QAP) process to tap program improvement funds needed for curriculum activities. The curriculum activities supported by the funds include

- inventorying of skills;
- curriculum development;
- program model development;
- curriculum revision to update and incorporate new technologies, academic skills, employability skills, and student outcomes related to the State Goals for Learning in developed program models.

Illinois has successfully used federal funds for participation in multiple state cooperatives or consortia to develop competency-based materials and much of the applied academic curricula.

The remainder of this report reviews curriculum-related activities of the ISBE during the past two years, fiscal years 1987 and 1988.

TASK LIST VERIFICATION PROCESS

STATE TECHNICAL COMMITTEES

The initial year of establishing state technical committees incorporated a process used by the State Board to identify curricula needing state-level attention. State Board staff presented the process, along with identified areas of need to ICoVE and suggested the areas be the focus for implementation of the technical committees as described by the Perkin's Act. ICoVE concurred and the process for determining annual topics has continued. The process included 2 major activities:

- Identification of occupational programs with and without a developed task list (i.e. inventory of needed skills),
- Consultation with the Illinois Occupational Information Coordinating Committee (IOICC) to determine the number of job openings and the anticipated percentage increase for workers in occupations not having a task list.

From information gathered by these activities, the State Board established three-year priorities for state-developed task lists needing to be verified for future curriculum development.

ICoVE and the State Board agreed that ICoVE should play a major role in selecting individuals to serve as members of the state technical committees and that a joint letter inviting participation would be issued. The invitation would go to the chief executive officer (CEO) inviting the business to select an expert employee to serve on the technical committee.

In recruiting participants, ICoVE selected from individual businesses, as well as professional and trade associations. Specific requests were made to include organized labor.

To determine the process to be used by the technical committees, the State Board reviewed several available. ICoVE, members of the University Council on Vocational Education, and IOICC staff were invited to join State Board staff for presentation of a model developed at the National Center for Research in Vocational Education, The Ohio State University. A structured group interview process known as DACUM (Developing a Curriculum) was presented. Those in attendance agreed that the process would be an appropriate technique for use with the Illinois technical committees.

To date, State technical committees have met to identify and/or verify duties and tasks of workers. In addition, worker attitudes, academic and vocational knowledge, and occupational skills have been identified. Committees have clarified duties and tasks for entry workers, retraining needs, and occupational advancement. Occupations reviewed from FY 86-88 are listed below with the number of private-sector individuals involved in the process.

- Employability/Basic Skills 23
- Infant and Toddler Care. 9
- Materials Processing 12
- Optician Dispenser 12
- Insurance Clerk. 16
- Child Care Worker, Private Household/Family Day Care Provider. 13
- Thermoplastic Automatic Mold Set-Up Operator 8
- Records Management Analyst 11
- Telephone and Cable TV Line Installers and Repairers. 11

A total of 115 private-sector representatives have been involved in the process. Development of the task list was necessary for Infant and Toddler Care. All others were involved in verification of task lists for the occupational areas. The committees met for a two-day period, using the structured group process. The individuals represented workers, supervisors, and professional and trade associations. (See Figure 1.)

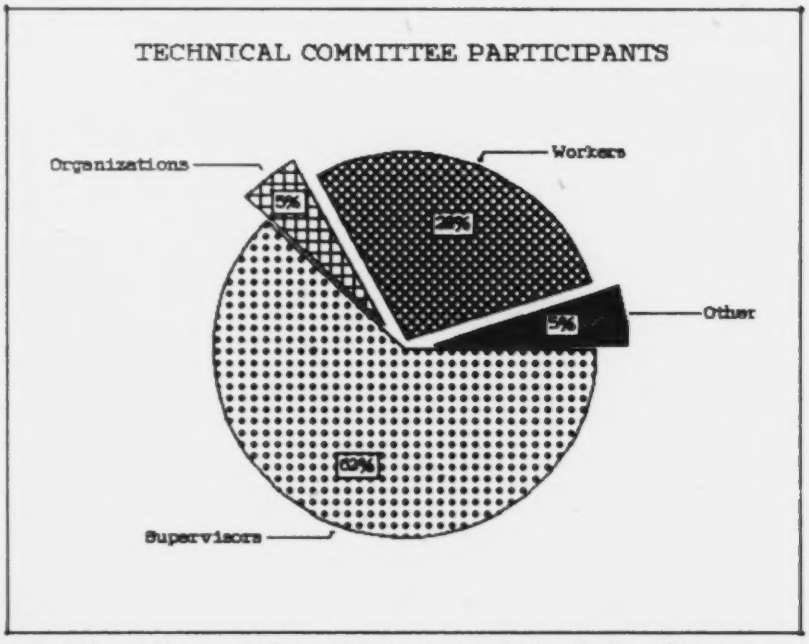

Figure 1: Composition of State Technical Committees

State-developed and verified task lists are provided to regional delivery systems and community college districts for use in local curriculum revision or development.

The employability skills task list served as the basis for the development of resource lists to identify exemplary teaching materials for the tasks. A bank of test items related to the task list has also been developed.

REGIONAL DELIVERY SYSTEMS AND COMMUNITY COLLEGES

ISBE required each region to review its curriculum by verifying the task lists of all programs. Private-sector representatives were required to be part of the process. A rather detailed report of the process was required to be submitted to the State Board staff. Existing task lists were to be worker-validated for occupations in the geographic area. Occupational programs not having task lists used private-sector representatives to help develop lists.

To assist with the process and to develop expertise in use of the structured group process, the State Board provided in-service education to university faculty, who in turn, provided in-service education to a cadre of teachers/instructors in each region.

Using a special grant, the State Board developed task lists for over 130 job titles. These are available for use in RDS and community college program revision.

At public hearings conducted by the Illinois Council, a great deal of testimony concerning the task list process was presented. Most agreed that the results had been positive. Reasons cited included

- Private-sector involvement,
- Extensive teacher/instructor involvement,
- Cooperation between secondary RDS and community college district personnel to initiate articulation of programs using the task lists, and
- Forced revision and updating.

Some presenters voiced concern with the process. These concerns included

- Vast amount of time involved;
- Duplication of effort to require each area to validate and/or clarify the same lists that were done in neighboring areas;
- Confusion concerning the relationship between task list initiatives and other state curriculum initiatives, particularly competency-based activities;
- Unnecessary paper trail to identify reasons for deleting tasks in reports to the State Board; and
- Requirement meant redoing curriculum, even when it had been newly developed.

The need for a computerized bank of task lists for various occupations is being undertaken by the State Board.

Although the process of locally/regionally validating thousands of tasks was laborious and time-consuming, the consensus of the public hearing presenters was that the outcome was positive. Presenters agreed that in addition to revitalizing, revising, and updating program content, the interaction between the private sector and the educational community, particularly

teachers/instructors, was valuable. Further, presenters contended that teachers at the secondary and postsecondary levels had an opportunity to become acquainted, share ideas, and begin efforts to articulate program content. (See Report 19.)

ILLINOIS CURRICULUM INITIATIVES

Illinois curriculum initiatives use the request for proposal (RFP) process for conducting curriculum development and revision activities. The State Board requests proposals from eligible recipients to provide state-identified curricular needs. Proposals are solicited from regional delivery systems, community colleges, area vocational centers, universities, community-based organizations and private vendors.

Requests may include proposals for curriculum revision or development, identifying model curriculum, piloting activities, in-servicing educators to implement curriculum, disseminating curriculum, developing instructional materials, providing ongoing technical assistance for using materials, or any other appropriate method for accomplishing the task. Federal program improvement funds support the needed activities.

Following is a brief topical summary of projects which fund curriculum and curriculum-related material development activities of the State Board. The summary includes most efforts undertaken during fiscal years 1987 and 1988 with follow-up activities for 1989 described when available. The list includes some activities funded from resources available in addition to Perkin's curriculum funds.

STATE DEVELOPMENT ACTIVITIES

Employability Skills

Task Lists. Task lists developed by the State's Technical Committees have been distributed. These have been the basis for several curriculum follow-up activities and in-service education workshops.

Generic Technical Competencies. Tasks on the employability skills list which are considered generic in nature and believed to be essential for all employees, regardless of occupational field, are being developed into modules for instruction.

Handbook. The Illinois Coordinating Council for Vocational Student Organizations will revise its handbook to incorporate the delivery of employability skills including generalizable skills, transition skills and vocational ethics. (FY 89 project)

Entrepreneurship

Entrepreneur Education and Job Creation. Two curricular projects have been developed. Most programs are offered at the postsecondary level. Efforts are being made to assist secondary teachers to introduce materials, where

appropriate, into secondary programs. A small business owner/operator task list has been developed to assist with infusing the entrepreneurial curriculum into any vocational education curriculum.

Business and Marketing Curriculum

National Curriculum. Using a National Marketing Teleconference, a project to promote use of a national business and marketing curriculum was funded.

Orientation Plan. One project focused on development of the orientation-level programs (grades 9-10) for business and marketing. Instructional materials have been field-tested.

State Plan for Business, Marketing and Management Education. Continues efforts to develop a state model incorporating communication and human skills, occupational knowledge, vocational ethics, and self-empowerment skills.

Marketing Education in the State of Illinois. Publication to increase awareness of the need for marketing concepts in vocational education programs.

Allied Health Occupations

Orientation-Level. Completed field testing and curriculum development for the orientation level of allied health occupations.

Task Analysis. Developed task analysis for health occupations, incorporating self-empowerment and vocational ethics models.

Agricultural Curriculum

Core Curriculum. Updates core curriculum in agriculture to reflect new and changing technology using state-verified worker task lists.

Ornamental Horticulture. Developed ornamental horticulture V-TECS Catalog as part of Illinois' membership requirement in V-TECS.

Industrial-Technical Education

Orientation-Level. Orientation curriculum guides were revised. New laboratory activities were developed for the technology areas of communication, production, transportation, and energy utilization.

Pilot Sites. Monitoring and developmental activities concerning pilot sites for Principles of Technology were carried out.

Home Economics

Standards. A system for evaluating the Occupation of Homemaking programs , using a curriculum designed around standards, was developed.

Cooperative Education

Handbook. The cooperative education handbook was revised and updated to reflect new employability task list items.

Education for Employment

Development of CBVE. In an effort to expand competency-based vocational education programs, worker-validated task lists, task analysis, and technical assistance in using task analysis are provided to EFE regional systems to assist with curriculum revision.

Junior High Curriculum. A task force worked to develop interdisciplinary seventh and eighth grade curriculum focusing on technology and its impact on careers and society. A curriculum outline has been prepared and development will continue in FY 89.

EFE Curriculum Model. A task force was convened to develop a conceptual framework for curriculum development in all areas of vocational education.

Computer-Assisted Instruction. Studies preliminary to development were conducted to identify techniques for the delivery of computer-assisted instruction using microcomputers to the RDS.

State Goals for Learning

Student Competencies. Identification of student competencies acquired through vocational education programs (for 50 occupations) which help students meet the State Goals for Learning has begun.

Learning Objectives. A review of orientation level vocational education programs to determine which learning objectives contribute to the State Goals for Learning is being conducted.

MULTI-STATE CONSORTIA

The State Board participates in several national consortia to develop curriculum and instructional materials having national interest and concern. These efforts focus on occupations and work-related concepts having universal application. By gathering small amounts of funds from several states, the efforts are cost-effective and a great deal of duplication is avoided. ICoVE commends the State Board for its participation. A brief description of these efforts follows.

V-TECS. Illinois has been a long-time member of the V-TECS (Vocational-Technical Education Curriculum Services). V-TECS is a consortium of states pooling resources for the development of competency-based curriculum materials and test items. Each participating state contributes two developments to the pool annually, thus making V-TECS a cost-efficient method of curriculum development.

Applied Math, Applied Communication, Principles of Technology (Applied Physics). Through a consortia of nearly every state in the nation, Illinois has been able to meet the need for providing teachers/instructors with curricular materials which integrate the "academic" and "vocational" subject matter. Applied Science and Biology materials are next to be developed. Illinois has actively participated in consortia activities by helping to pilot these programs. ICoVE's Technical Report #9, Academic Foundations and Application of Technology, provides more information about the programs.

National Curriculum Network. Illinois is part of The East Central Network, National Network for Curriculum Coordination in Vocational and Technical Education.

STATE DISSEMINATION AND IN-SERVICE EDUCATION EFFORTS

In-Service Education

A review of contract summaries and progress reports indicates that the State Board makes every effort to incorporate in-service education by the contract staff responsible for the curriculum or curriculum-related materials developed. The in-service education and technical education provided sometimes goes beyond implementing materials to include needed teacher/instructor in-service, including hands-on skill training if necessary.

The follow up in-service education generally includes workshops or conferences for those who will be using the materials. Teacher/instructor guides are developed. Providing resource bibliographies, audio-visual supplies and instructional materials is common among the efforts to supplement the curriculum itself.

Federal funds for staff development are used to augment funds when necessary. Federal staff development funds provided for the Quality Assistance Plan (QAP) provide resources to participate in the efforts.

Dissemination

Illinois has two major mechanisms in place for making curriculum materials available to teachers/instructors. One is a center which collects materials available throughout the country for use in Illinois. The second

is a system for replicating curriculum materials and making them available on a cost-recovery basis. Both systems are funded through the Perkins Act. Each is described briefly below.

Illinois Vocational Curriculum Center. Located at Sangamon State University, the Illinois Vocational Curriculum Center houses curriculum and instructional resources for Education for Employment. Technical assistance for using, developing, and revising curriculum is available through the Center. Over $400,000 of federal funds support the Center which houses 23,500 items in its automated, on-line system for curriculum loans.

The following two-year average of services provides insight into the scope of the Center's annual activities:

- 416 Center visitors/users
- 1,960 Material requests
- 4,572 Materials loaned
- 7,961 Complimentary materials distributed
- 1,593 Requests for task lists
- 55 Workshops conducted
- 1,507 Participants in curriculum-related workshops
- 288 VOSCAN calls (requests for scans)

Curriculum Publications Clearinghouse (CPC). The CPC is located at Western Illinois University. Its primary function is to produce or reproduce materials prepared through the State Board, including contracts of the State Board such as V-TECS materials and make them available to programs at a cost-recovery price. The CPC helps the State Board to market these materials. The State Board uses over $300,000 of curriculum funds annually to support the Clearinghouse.

The following two-year average of activities illustrates the breadth of distribution services provided:

- 825 Titles, current inventory
- 56,380 Distributed items
- 45,161 Items printed, reproduced or received
- 30,000 Catalog listings distributed
- 17 Material displays at workshops

FUTURE DIRECTIONS

A major effort to coordinate the revitalization of Illinois curriculum will be launched in FY 89 by the State Board. Using $425,000 the State Board will support seven key curriculum specialists strategically located throughout the State. The specialists will be responsible for providing technical assistance to vocational educators in bringing necessary curriculum changes to the EFE programs. The effort will be coordinated through a special project at Western Illinois University.

Special attention should be given, particularly in the formative stages of the new thrust to assure that efforts focus not only on secondary curriculum, but on postsecondary and adult needs as well. Careful monitoring and coordination of the seven curriculum sites will be essential to moving curriculum activities toward a State goal.

The occupation of homemaking and manufacturing curricula are the topics for the 1989 state technical committees. Preliminary work indicates these committees are not using the process agreed upon by ICoVE and ISBE in initial consultation regarding the activity. ISBE should reconvene consultation with ICoVE if this is the case.

Report 8 of ICoVE's Technical Reports reviews program completers as workforce supply to the Illinois labor force. ICoVE found several labor market needs that are underserved by vocational education and other "suppliers." ISBE should review labor market information to identify such occupational areas for possible curriculum development. ICoVE found other areas in which there appears to be an over supply of workers. These may be areas in which curriculum revision could redirect preparation for employment.

CONCLUSIONS

Curriculum development activities in Illinois follow the task list process. Activities go beyond the task analysis and eventual curriculum development confined to occupational skills.

Curriculum development encompasses the total program for preparing and maintaining the workforce. Many of the development activities include orientation-level programs, instructional materials, and classification of outcomes. Curriculum development is also occurring for infusing new technologies into existing curriculum. Emphasis on teaching the employability skills and related academic knowledge necessary to acquire, maintain, and advance in employment are also emerging in the arena for development.

The Education for Employment Policy calls for "a systematic program of curriculum renewal." The absence of a formalized State Board plan for either curriculum renewal or curriculum development made it difficult for ICoVE to assess the state-of-the-art.

Numerous commendable renewal initiatives are being developed, but the end product is unclear, as is the process for achieving that product. This may be contributing to confusion in the field, particularly among teachers/ instructors. This group, as well as administrators, expressed frustration to ICoVE concerning vast amounts of time and energy spent on the task list process to later learn that a statewide curriculum was under contract for development or that a newly developed national curriculum was being marketed and promoted.

How all of the initiatives link together and build on each other is not fully understood "in the field." Varying stages or phases of development have not been clearly sequenced. Those trying to implement new materials do not understand how all pieces will fit together. A clear picture denoting how program articulation should follow the task list process is not understood.

There appears to be an attempt to develop an Illinois curriculum model for each of the traditional vocational education areas of instruction. Local personnel complain these are often "after-the-fact" and contrary to programs and content recently developed under the revitalization thrust. If this is the plan, the process for achieving it should be clearer (i.e. Is it a model which emerges to reflect what is already developed? Or is the model to be a guide for developing curriculum?).

Further, efforts to design an all-encompassing model for EFE are in progress. If this model is inconsistent with any of the previously designed models, additional confusion will emerge.

The State Board does not have a formalized system in place to track implementation of curriculum or curriculum-related materials. Materials

such as the Principles of Technology and the Education for Technology project for in-service education and equipment used both state and federal funds for development. The impact of these efforts is unknown. Although such initiatives may be in the local plan, the State Board has no record of where the programs have been implemented. Results of curriculum implementation or revisions are not known.

An ongoing follow up of curriculum implementation is essential and basic to "a systematic program of curriculum renewal." The follow-up must measure success or some form of outcome results.

Local personnel resist State Board curriculum model adoption and implemenation requirements which affect program approval. Local personnel object by citing State Board requirements for private-sector involvement in local/regional program planning which is followed by a State Board requirement which nullifies these private-sector program recommendations. Particular concern was voiced about requirements for orientation programs.

Another concern is the program articulation which should be enhanced by curriculum development and revision. Concern that curriculum development tends toward secondary needs is often voiced by community college personnel.

RECOMMENDATIONS AND SUGGESTED ACTIONS

RECOMMENDATIONS

The Illinois Council on Vocational Education recommends the following by the Illinois State Board of Education to improve curriculum efforts in Illinois.

- Develop a three to five-year plan for curriculum development, revision, implementation, and evaluation in Illinois to prepare and maintain a quality workforce. Incorporate a system for communicating the plan to the field and involving local educators, commerce, labor, industry, and the job training community.

- Consult with ICoVE regarding revisions to the role and structure of State Technical Committees.

SUGGESTED ACTIONS

As a result of its review and analysis of curriculum revitalization in Illinois, the Illinois Council on Vocational Education suggests the following actions.

The Illinois State Board of Education should:

- Conduct a curriculum review to establish the status of curriculum for each occupational area. Identify the availability of task lists and task analysis in various occupational areas. Determine whether or not technology modules and employability skills have been integrated into curricula. Assess the extent to which vocational ethics, and self-empowerment concepts are included. Note if computer competencies are sufficient.

- Use the State Technical Committee to identify curriculum components essential to the quality of programs deemed vital to Illinois.

- Develop suggested models for organizing occupational curriculum at the regional delivery system and the community college district levels, including models for materials related to maintaining, upgrading, and retraining the workforce.

- Design a sequential process for new curriculum development and revision of existing curriculum which identifies state and local roles and responsibilities.

- Develop a short-term, sequential process for bringing all of the currently fragmented stages of development into an organized and manageable effort.

- Inventory the availability of curriculum and curriculum-related materials for each occupation, including materials related to employment in the occupational area.

- Inventory the occupational curriculum and curriculum-related materials being used for various programs and courses to determine the availability of program curriculum.

- Design a system for curriculum management which accommodates creative, innovative, exemplary, and emerging curriculum needs.

- Encourage local involvement of the private sector in curriculum development and revision by eliminating barriers to implementing private-sector recommendations.

- Develop a process for "systematic program renewal" to be incorporated into the curriculum plan.

- Seek advice from the Illinois Council on Vocational Education in identifying occupations to be the focus of State Technical Committees.

- Develop a process for evaluating curriculum which will determine its effectiveness in terms of preparing students with the desired competencies.

- Assess the value and success of technical committees at all levels.

RESOURCES

The East Central Network. National Network for Curriculum Coordination in Vocational and Technical Education. Illinois Vocational Curriculum Center. ***State Technical Committees' Activity, A Report on the Status of State Technical Committee Activities.*** Springfield, IL. September 1988.

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-----Unpublished reports to ICoVE re: Technical Committee Activities, 1986-1988.

-----Unpublished FY 87 and FY 88 Abstracts (of Contracted Proposals).

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